

GEOS 450 Geosciences Senior Seminar (S Course)

Fall, 2022; Seminar Organizer: Tim Cope

Seminar Goals

The Geoscience Senior Seminar is a capstone course that is designed to give you experience researching topics that lie outside the realm of your normal coursework. This seminar will help prepare you for life after college, whether it involves employment or post-graduate education. You will have the opportunity to research graduate schools and employment opportunities, to explore areas of the geosciences that you are particularly interested in, to read the primary literature, to engage in discussions with your peers, and to present your findings to your peers and to the Department. In this seminar, you will:

1. think about and plan for life after DePauw;
2. develop oral communication skills;
3. develop written communication skills;
4. read and assess the scientific literature;
5. sharpen your critical thinking skills.

Seminar Organization

We will meet twice each week for one and a half hours to work on assignments and to engage in discussions.

There are five assignments:

- Assignment #1: Résumé and LinkedIn profile.
- Assignment #2: Job search and application.
- Assignment #3: Graduate school search and application.
- Assignment #4: Thematic discussions/teach a class.
- Assignment #5: Research project, poster, and oral presentation.

Assignments #1-3 are meant to prepare you for your graduate school or job searches and to give you experience in different forms of writing. Regardless of your goals upon leaving DePauw, introducing yourself properly on paper is a valuable skill. Assignment #4 is meant to give you experience researching, presenting, and teaching about a geoscience topic drawn from the primary literature. Each person will choose a topic in the geosciences and select 2 papers (three if the papers are relatively short) from the primary literature that the entire class will read. During seminar meetings, each student will lead a discussion-based class on the papers they have chosen. The discussion will begin with a 20-30-minute presentation by the student, followed by questions and a directed general discussion led by the student. Topics and papers for this assignment are due September 20. Assignment #5 will be an opportunity for you to share in-depth knowledge of a particular topic with the entire department, and to receive comments and questions from both your peers and faculty in the Department. Each student will select 4-6 papers that the entire class will read, and we will discuss them as a group in class. Assignments #4 and #5 should not be on the same topic. Assignment #5 can also have an empirical component.

Grading

Your grade will be based on your seminar participation (discussion) and the five assignments. Grades will be weighted as follows:

Resumé and LinkedIn profile (Assignment #1)	5%
Job Search/Application (Assignment #2)	10%
Graduate School Application (assignment #3)	10%
Discussion (Assignment #4)	25%
Final Presentation (Assignment #5)	30%
Discussion participation	20%

A = 90-100% B= 80-89% C = 70-79% D = 60-69% F = < 60%

[To receive S certification, you must receive a course grade of C- or better

AND your oral communication skills must be judged satisfactory for "S" certification by the professor]

Your participation grade throughout the seminar will be based on the following criteria:

- A** (90-100%) You initiated or contributed to a discussion that led to a deeper or broader understanding of the subject matter; you raised new issues or extended the discussion into related areas; you were able to clearly defend your position on an issue with appropriate evidence and supporting argument; you challenged someone else's position, belief, or assertion, with contrary evidence or argument. It was clear that you carefully and critically read all the material.
- B** (80-89) You participated by answering or asking questions of a factual nature; your comments showed that you completed the assigned reading, that you followed the general trend of the discussion, and that you understood the topic/issue being discussed.
- C** (70-79) You were in class and seemed interested in the discussion. You participated in the discussion just enough to show that you read the appropriate material and completed the assignment.
- D** (60-69) You showed up for class, but you really didn't say much of anything. You were only marginally engaged in the discussion and consequently, it was hard to assess your understanding of the topic. It was not clear that you read the material.
- F** (0) You weren't in class, either physically or mentally.

A word about plagiarism: I take academic honesty very seriously. In your work for this class, be very careful to acknowledge all the sources that you draw from (and that includes the sources you use in PowerPoint presentations). Even an oversight can negatively impact your grade, and any evidence of intentional plagiarism (or a second offense of unintentional plagiarism) may warrant disciplinary action through the University Review Committee.

Seminar Schedule

<u>Week of:</u>	<u>Topic</u>
8/25	Introduction; topic selection
8/30-9/1	Assignment #1: resume and LinkedIn
9/6-8	Assignment #2: Job application/presentations
9/13-15	Assignment #3: Graduate school application
9/20-22	Student presentations for Assignment #3
9/27-29	Assignment #4: Discussion (Thursday)
10/4-6	Assignment #4: Discussion (Thursday)
10/11-13	Assignment #4: Discussion (Thursday)
10/15-23	Fall Break (no class)
10/25-27	Assignment #5: Discussion
11/1-3	Assignment #5: Discussion
11/8-10	Assignment #5: Discussion
11/15-17	Assignment #5: Discussion
11/22-24	Thanksgiving Break (no class)
11/29-12/1	Assignment #5: Discussion
12/6-8	Assignment #5: Discussion
12/13-15	Final Presentations (Time TBA)

